

**Oakman Elementary Weekly Lesson Plans**

**Teacher:**

**Week of:**

**Subject: READING**

**CCSS/GLCE(s): L.2.1(a)(d)(e) a Use Collective Nouns d form and use the past tense of frequently occurring irregular verb e Use adjectives and adverbs, and choose between them depending on what is to be modified.**

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Content**  **Objective:** | I can demonstrate knowledge of possessive and collective nouns by defining what possessive and collective nouns are and creating a list in my WOW notebook. | I can demonstrate knowledge of verbs by defining what verbs are and creating a list in my WOW notebook. | I can demonstrate knowledge of frequently occurring past tense verbs by listing 5 past tense verbs in my WOW notebook. | I can demonstrate knowledge of adverbs by defining what adverbs are and creating a list in my WOW notebook. | I can demonstrate knowledge of adjectives by defining what adjectives are and creating a list in my WOW notebook. |
| **Language**  **Objectives:** | I can orally define collective and possessive nouns to my pair share buddy by using the stem: Collective nouns are\_\_\_\_\_\_\_\_\_\_\_. Possessive nouns are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | I can orally give examples of 5 verbs from my list in my WOW notebook to my pair share buddy by using the stem: 5 verbs I listed are\_\_\_,\_\_\_,\_\_\_,\_\_\_\_,\_\_\_\_. | I can orally state 5 past tense verbs to my pair share buddy using the stem: 5 past tense verbs are \_\_\_,\_\_\_,\_\_\_,\_\_\_,\_\_\_. | I can orally give examples of 5 adverbs from my list in my WOW notebook to my pair share buddy by using the stem: 5 adverbs I listed are\_\_\_,\_\_\_,\_\_\_,\_\_\_\_,\_\_\_\_. | I can orally give examples of 5 adjectives from my list in my WOW notebook to my pair share buddy by using the stem: 5 adjectives I listed are\_\_\_,\_\_\_,\_\_\_,\_\_\_\_,\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** | Possesive noun, collective noun, define | Verbs, demonstrate, define, examples | Past tense Verbs, demonstrate, knowledge | Adverbs, define, demonstrate | Adjectives, demonstrate |

**Oakman Elementary Weekly Lesson Plans**

**Teacher:**

**Week of:**

**Subject: WRITING**

**CCSS/GLCE(s): :\_\_\_ W2.3\_\_ Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions**

**\_\_W2.5\_With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**

**\_W2.8\_Recall information from experiences or gather information from provided sources to answer a question.**

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Content**  **Objective:** | I can demonstrate application of prewriting by brainstorming with my pair share to generate a list of ideas | I can demonstrate application of drafting by using my brainstorm list to continue my writing. | I can demonstrate application of revising by applying suggestions of others’ to revise my writing. | I can demonstrate application of editing by using the symbols for editing to make changes. | I can demonstrate application of publishing by developing a published piece. |
| **Language**  **Objectives:** | I can begin to prewrite my narrative by completing the following sentence stem: On my brainstorm I included these ideas\_\_\_\_\_\_, \_\_\_\_\_\_, and \_\_\_\_\_\_. | I can write a three sentence paragraph by including details from my brainstorm. | I can orally share my writing with a partner by using the sentence stems. “Can you tell me more about \_\_\_?” “Who, where, what, why, how” | I can read and record changes that should be made to my writing by using editing marks. | I can write a paragraph by using my structured draft writing. |
| **Dolch Words**/**Content Vocabulary:** | Writing process, brainstorming, prewriting, drafting, editing, revising, publishing | Writing process, brainstorming, prewriting, drafting, editing, revising, publishing | Writing process, brainstorming, prewriting, drafting, editing, revising, publishing | Writing process, brainstorming, prewriting, drafting, editing, revising, publishing | Writing process, brainstorming, prewriting, drafting, editing, revising, publishing |

**Oakman Elementary Weekly Lesson Plans**

**Teacher:**

**Week of:**

**Subject: MATH**

**CCSS/GLCE(s):2.0a.3 Determine whether a group of objects (up to 20) has an odd or even number of member**

**2.nbt.5 fluently add and subtract within 100 using strategies based on place value, properties of operations, and or the relationship.**

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Content**  **Objective:** | MATH TEST | Math Unit 2 Pre-Test | I can demonstrate knowledge of even and odd numbers by sorting blocks into groups of two and recording the number on a whiteboard. | I can demonstrate knowledge of fact families by listing 10 number sentences in my math notebook using my fact triangles. | I can demonstrate application of fact families by solving an addition or subtraction problem using 3 numbers in my math notebook. |
| **Language**  **Objectives:** |  |  | I can orally state if a number is odd or even to my pair share buddy using the stem: The number 18 is \_\_\_\_\_\_ because\_\_\_\_\_\_\_. | I can orally give examples of 5 fact families to my partner using the stem: 5 examples of fact families are \_\_\_\_,\_\_\_\_,\_\_\_,\_\_\_,\_\_\_. | I can orally describe my fact family and answers to my pair share buddy using the stem: My fact family was \_\_\_, \_\_\_,\_\_\_ and I got my answer by \_\_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  | Even, odd | Fact family, fact triangle | Give 3 digits and place into number sentences. |

**Oakman Elementary Weekly Lesson Plans**

**Teacher:**

**Week of:**

**Subject: SCIENCE**

**CCSS/GLCE(s): :\_\_** **P.PM.02.12\_\_** **Describe objects & substances according to their properties (color, size, shape, texture, hardness, liquid or solid)\_**

**S.IP.02.14**

**Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer) that aid observation and data collection.**

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Content**  **Objective:** |  | I can demonstrate knowledge of science tools by listing what the use is for the tool. |  | I can demonstrate application of measuring items by providing 8 measurements of objects found around the classroom on my science paper. |  |
| **Language**  **Objectives:** |  | I can orally ask questions to my pair share buddy about science tools and what we will use them for this year by using the stem: This year we will use this science tool to \_\_\_\_\_\_\_\_\_\_. |  | I can give examples to my pair share buddy different ways I measured the same item using the stem: One way I measured my \_\_ was\_\_\_\_, another way I measured my \_\_\_\_\_ was \_\_\_\_\_\_\_. |  |
| **Dolch Words**/**Content Vocabulary:** |  | Note: students explore tools, fold paper into 4 rec., draw item, describe what it would used for… possible KWL at the end |  | Note: student will measure using paper clips, post its, rulers, tape measures, etc. to measure 8 items 9folded paper. |  |

**Oakman Elementary Weekly Lesson Plans**

**Teacher:**

**Week of:**

**Subject: SOCIAL STUDIES**

**CCSS/GLCE(s):** **2-G4.0.2 Describe the means people create for moving people, goods, ideas within the local community. 2-C1.0.1 Explain why people form governments**

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Content**  **Objective:** |  |  | I can demonstrate knowledge of transportation by brainstorming different ways that people and goods are transported on my bubble map. |  | I can demonstrate knowledge of why people form governments by listing the reasons on my bubble map. |
| **Language**  **Objectives:** |  |  | I can orally identify three ways people and goods are transported using the stem: Three ways people and goods are transported is\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_\_. |  | I can orally explain why people form governments to my partner using the stem: People form governments because\_\_\_\_\_\_\_\_\_. |
| **Dolch Words**/**Content Vocabulary:** |  |  | T-Chart  Basic Needs  Wants  Food  Clothing  Shelter |  | Bubble map, governments, form, reasons |